Meadow Pathways Wellbeing and Education Cornwall (MPWEC)

Curriculum Policy

Education other than at School (EOTAS)

Responsibility to update: Zoe Waitz and Michelle Pascoe
Applies to: All staff, contractors, volunteers and visiting professionals working with children and young people (CYP) engaged in Meadow Pathways EOTAS packages (including tuition in homes, community venues and online).

Version No: 3
Date: September 2026
Review Date: September 2027

Summary of Changes – September 2026 Review

This policy has been reviewed in September 2026 against Keeping Children Safe in Education (KCSIE) 2026, Working Together to Safeguard Children 2026, and the DfE's voluntary national standards for non-school alternative provision. Key changes made at this review:

- Confirmed the curriculum's safeguarding and PSHE content continues to reflect KCSIE 2026, including updated online safety content (AI-generated content, "nudes and semi-nudes" terminology) within PSHE/RSHE delivery.
- Added reference to the DfE's voluntary national standards for non-school alternative provision, which set expectations for education quality, progress reporting and outcomes for children in non-school AP.
- **Version 3 (September 2026):** added online learning as a delivery mode; clarified roles and responsibilities; clarified arrangements for medication; wording corrections.

This summary is provided for ease of reference; the changes are reflected throughout the policy below.

Introduction

To set out Meadow Pathways' curriculum approach for Education Otherwise Than At School (EOTAS) provision that secures safe, inclusive, personalised learning which promotes wellbeing, re-engagement, accreditation, and measurable progress for learners with SEND and SEMH needs.

Principles

- **Learner Centred:** Curriculum planning starts with the learner's strengths, needs, interests, and long-term aspirations.
- **Inclusive and Adaptive:** All learning is adapted to reduce barriers, using graduated approaches, scaffolded steps, and reasonable adjustments.
- **Holistic Development:** Balanced focus on cognition, communication, social-emotional skills, independence, and physical wellbeing.
- **Trauma Informed:** Practice recognises the impact of trauma and prioritises safety, relationship-building, predictability, and regulation strategies.
- **Evidence Based:** Interventions, schemes of learning and assessment use proven approaches and are regularly reviewed for impact.
- **Accreditation Focused:** Where appropriate, curriculum pathways include recognised qualifications or bespoke accreditation routes aligned to learner goals.
- **Partnership Working:** Families, placing authorities, therapists and multi-agency partners are involved in planning and review.
- **Preparation for Next Steps:** Curriculum supports transitions to mainstream, specialist settings, training, or employment through pathway planning and practical skills development.

Curriculum Framework

Personalised Learning Plan (PLP)

- Each learner has a PLP showing baseline, SMART outcomes, therapeutic targets, curriculum pathway, assessment milestones, and review dates.

- PLPs are reviewed at least every 6 weeks, with formal termly reports for the Local Authority and families.

Core Curriculum Areas

- **English and Communication:** Functional literacy, oracy, personalised reading and writing goals, alternative augmentative systems where required.
- **Mathematics and Functional Numeracy:** Real-life numeracy skills, problem solving, budgeting, measurement and entry-level qualifications as appropriate.
- **Personal, Social, Health and Economic Education (PSHE):** Emotional regulation, relationships, health, RSHE, online safety, citizenship and rights. PSHE/RSHE content is kept up to date with KCSIE 2026, including online safety topics such as AI-generated content and the terminology "nudes and semi-nudes", so learners receive accurate, current safeguarding education.
- **Vocational and Life Skills:** Practical work skills, horticulture, outdoor learning, enterprise projects, cooking, budgeting and travel training.
- **Therapeutic Interventions and Wellbeing Curriculum:** Emotional regulation, sensory needs, positive behaviour support, and therapeutic sessions integrated with learning.
- **Creative and Physical Education:** Arts, music, bushcraft, outdoor education, PE and therapeutic movement to support engagement and wellbeing.
- **Community and Enrichment:** Purposeful off-site visits, local partnerships, work experience, and family engagement activities.

Pathways and Differentiation

- **Re-engagement Pathway** for learners newly disengaged: short-term, high support, scaffolded curriculum with wellbeing and routine-building focus.
- **Accreditation Pathway** for learners working towards GCSE, Entry Level, Functional Skills, BTEC or bespoke awards: paced teaching with exam and practical preparation.
- **Transition Pathway** for learners preparing to move to other settings or post-16: work placements, life skills, supported internships and destination planning.
- **Therapeutic Intervention Pathway** for learners needing concentrated therapeutic input, where curriculum time is blended with therapy to meet PLP outcomes.

Teaching Approach and Environment

- Small group, two-to-one and one-to-one tuition matched to need.
- High adult to learner ratios where required.
- Multi-sensory, experiential learning with outdoor provision integral.
- Online learning, where agreed with the family and commissioning school or local authority, delivered in line with our Online Safety Policy – either as part of a blended package or where a learner is not yet able to attend in person.
- Clear routines, visual schedules, personalised resources and predictable timetables.
- Active scaffolding with graduated independence and planned fading of support.

Assessment, Recording and Progress

- **Baseline Assessment** on entry using standardised, functional and bespoke tools to identify need and starting points across cognition, communication, SEMH and physical needs.
- **Ongoing Formative Assessment** embedded in daily practice using evidence capture (work samples, observations, therapy notes, engagement metrics).
- **Summative Assessment and Accreditation** mapped to PLP outcomes and awarding body criteria; records maintained for commissioning authorities.
- **Progress Tracking** uses a combination of qualitative case narratives and quantitative scales aligned to PLP milestones; progress reported to family and placing authority termly.
- **Moderation and External Verification:** sample moderation across staff, external quality assurance for accredited routes and peer review with partner providers.

Inclusion, Safeguarding and Welfare

- Safeguarding responsibilities follow statutory guidance and Meadow Pathways' Safeguarding and Child Protection Policy; all staff are trained in safeguarding and Prevent, and staff involved in recruitment are trained in safer recruitment.
- Curriculum delivery, progress reporting and outcomes are benchmarked against the DfE's voluntary national standards for non-school alternative provision.
- **Risk Assessment:** structured risk assessments for sites, off-site visits and individual learners inform curriculum delivery and staffing.
- **Health and Medical Needs:** Individual Healthcare Plans are integrated with PLPs. Medication is only given with written parental consent, in line with the Individual Healthcare Plan, by staff who have been shown how to do so, and is recorded each time.
- **Positive Behaviour Support:** consistent, trauma-informed behaviour frameworks prioritise de-escalation, restorative approaches and skill teaching; any physical intervention is a last resort, follows the Safe Touch Policy, and is recorded and reviewed.
- **Transport and Supervision:** safe travel arrangements and handover protocols for accompanied travel, in line with the Transport Policy.
- **Confidentiality:** information sharing guided by lawful bases and best interest principles; families and professionals receive clear records of progress and plans.

Roles and Responsibilities

- **Founding Director – Zoe Waitz (Curriculum Lead):** strategic oversight of curriculum intent, funding alignment, statutory compliance and external relationships; curriculum design, coherence, staff development, quality assurance and measuring curriculum impact; transport coordination, record-keeping and document control.
- **Founding Director – Michelle Pascoe (Designated Safeguarding Lead):** oversight of welfare, risk management and statutory reporting; transport coordination, record-keeping, the Single Central Record and document control.
- **Therapists and specialists (where commissioned):** assessment, programme design and delivery of bespoke therapy interventions, contribution to PLP targets, quality assurance and reviews.

- **Key worker / tutor:** day-to-day PLP implementation, formative assessment, family liaison and progress records.
- **Multi-agency partners:** contribute specialist advice, placements, and transition pathways as agreed in planning meetings.

Staff Training and Professional Development

- Regular induction covering trauma-informed practice, SEND statutory responsibilities, behaviour support, safeguarding, online safety and emergency procedures.
- Ongoing CPD linked to PLP needs, therapeutic approaches (e.g., attachment, sensory integration), curriculum pedagogy and assessment.
- Scheduled team reflection, case supervision and access to specialist coaching for complex cases.

Partnership with Families and Placing Authorities

- Family involvement in initial assessment, PLP co-construction and regular reviews.
- Clear placement agreements detailing responsibilities, session patterns, funding arrangements and exit criteria.
- Transparent reporting including termly reports, attendance records, incident logs and outcomes evidence. Attendance is recorded for every session, and any unexplained absence is reported to the commissioning school or local authority on the same day.
- Support for reintegration or transition planning including accompanied visits and joint planning with receiving providers.

Quality Assurance, Monitoring and Review

- **Continuous Monitoring** through weekly PLP checks, fortnightly case reviews and termly attainment reviews.
- **Evaluation Measures** include PLP outcome achievement rates, re-engagement metrics, accredited achievement, destination tracking and family satisfaction surveys.
- **Reporting:** termly reports summarise impact, risks and development priorities.
- **Policy Review:** this policy will be reviewed annually or sooner in response to statutory changes, inspection feedback, or emerging need.

Implementation and Effective Date

All staff will receive this policy on issue and it becomes operational immediately. Compliance is monitored by the Curriculum Lead (Zoe Waitz) and reported to the Directors.